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AUTHOR Wearne, David
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ABSTRACT

If guidance is to have meaning and direction there must be some underlying set of principles to help counselors decide how they should function and how they can be effective as professional helpers. Because human development is continuous and each person must master a series of societal demands in order to achieve optimum development, guidance might best be viewed as developmental. Truly effective counselors have a series of personal goals for their clientele and there appear to be several levels of aims or objectives. It is crucial that counselors facilitate the operationalization of the guidance point of view by intervening in the lives of the people they serve at appropriate times with a planned, sequential, continuous program of activities. A conceptualization of a complete, organized developmental guidance program includes four specific purposes for intervention: involvement, prevention, development, and adjustment; and three methods of intervention: direct service, indirect service, and use of the media. This model emphasizes human development and provides for the categorization and definition of a broad range of possible interventions. Guidance services include counseling, mediation, consultation, collaboration, coordination, developmental academic advisement, needs assessment, orientation, appraisal, information, placement and referral, skills training, followup, and evaluation. Counselors alone have the professional preparation to choose the appropriate methods once the goals and parameters of helping have been determined by the school and community. (LLL)

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Something Old, Something New:
The Nature of Guidance in the Nineties

David Wearne

University of Windsor

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Something Old, Something New:
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Abstract

This paper provides an introduction to the many faces of a school guidance program for children and youth growing up in the nineties. The practice of developmental guidance described here is based on the principles of guidance found in the early professional literature. A structure for developing appropriate goals for the school setting, the framework for designing a model guidance program, and an overview of current guidance services within a wellness model are presented for consideration.

Something Old, Something New:
The Nature of Guidance in the Nineties

The purpose of this paper is twofold: first, to provide an overview of the foundations of guidance as presented in the professional literature during the last 50 years by leaders in the guidance movement; and second, to describe the shell of a model developmental guidance program so that front-line practitioners and their various publics might acquire a deeper understanding of the guidance concept and advance it across the spectrum of educational settings in the nineties.

The necessity for this paper has not yet been felt by many school guidance practitioners and their various publics, but the timing for a position such as this one seems reasonable to me. At a time in the history of the guidance movement when AACD (the American Association for Counseling and Development) is in the throes of considering a name change to the American Counseling Association (Sacks, 1991) in order to "clarify" the identity of counselors in general, one wonders if the identity of guidance and pupil personnel (or, student services) workers who have made up this movement for the last 50 years will be lost. Van Hesteren and Ivey (1990, p. 524) state that "the time has come for counseling and development to claim its space as a first-class profession in its own right" and emphasize the timeliness for a holistic approach to helping. This scholarly paper may have been published just a little too late to influence the executive decision-making process of AACD!

It is proposed here that the process of exploring what

guidance is, and how and why guidance gr... in the Western World, as well as an appreciation for the contributions professional guidance can make to human development, is critical. It could be that what the counselor does -- the professional functions performed by the counselor -- should be based on counselor role; counselor role should be based on an understanding of the goals or purposes of the profession as they apply to a particular institution or agency; and the goals should be based on an understanding of the philosophical assumptions underlying the guidance movement. Further, the whole concept of what guidance is ought to be based on these principles or tenets of the guidance movement.

Guidance Defined

In its most primitive form, guidance means "planned intervention". But from a professional sense it means much more than that! In the search for a more refined definition of guidance, it will be profitable to look inward to the very heart of its being -- to the principles of guidance.

Principles of Guidance

If guidance is to have meaning and direction there must be some underlying set of principles that can be used to help counselors decide how they should function and how they can be effective as professional helpers. In the first truly exhaustive search of the literature concerned with the purposes, ethics, and assumptions of modern guidance, Cribbin (1951) noted that 15 "common denominators" pervaded the writings of virtually all authors in the field between 1935 and 1950. Consequently he proposed that the following common denominators or assumptions be

accepted as the philosophical principles of guidance:

1. Guidance is based on the recognition of the dignity and worth of the individual and on the individual's right to personal assistance in time of need.

2. Guidance is student-centered, being concerned for the optimum development of the whole student and the fullest realization of the student's potentialities for individual and social ends.

3. Guidance, as a point of view, is as old as good education. It is modern with reference to (a) the areas of the student's life which are considered to be the responsibility of the school, (b) the services which it offers students, and (c) the techniques it employs to obtain its objectives.

4. Guidance is a continuous, sequential, educational process. Hence, it is an integral part of education and not a mere peripheral adjunct.

5. Guidance has a responsibility to society as well as to the individual.

6. Guidance must respect the right of every student to the help and services it offers.

7. Guidance is oriented about cooperation, not compulsion. Hence, it is monitory in character with no place for coercion.

8. Guidance implies assistance given students in making wise choices, plans, interpretations, and adjustments in the critical situations of life.

9. Guidance demands a comprehensive study of the student in the student's cultural setting by the use of every scientific

technique available. Student understanding must precede student assistance.

10. Guidance should be entrusted only to those who are naturally endowed for the task and have the necessary training and experience.

11. Guidance is the prerogative of no special clique of specialists. It requires the cooperation of all, each working within their own area of responsibility and at the level of their own competence.

12. The focus of guidance is on helping the student realize and actualize the student's best self rather than on solving isolated problems, be they those of the individual or the school.

13. Guidance is the mediating agency betwen the student and the mass of education.

14. Guidance is the individualizing, the personalizing, and the socializing element in education.

15. The guidance program must be under constant, scientific evaluation in terms of its effectiveness.

It is noteworthy that to date no one has seriously challenged these findings although Beck (1963) suggested that Cribbin's list, if extended, would have included one additional assumption in the sixties:

16. Guidance accepts phenomenology as its major model of human behaviour.

Principles of Developmental Guidance

There has been a trend in guidance literature and related research toward viewing an individual in a process of change and

development over a considerable period of time. Drum and Lawler (1988) note that:

> How one handles new tasks is inextricably linked with and dependent upon the quality of resolution of prior tasks. Often, these new tasks require greater sophistication and test the adequacy of previous growth. This interdependent nature of personal growth means that, for development to proceed smoothly, one must master tasks and challenges on a reasonably timely and complete manner. (pp 5-6)

Because human development is continuous and each person must approach and master a series of societal demands in order to achieve optimum development, guidance might best be viewed as developmental. It is in this context that Zaccaria (1969) suggested the following principles in a developmental approach to guidance:

1. Developmental guidance is a systematic professional process which utilizes literature and research in various source fields as the bases for theory and practice.

2. The prime goal of developmental guidance is to foster the worth and dignity of the individual by promoting the individual's maximum development.

3. Developmental guidance attempts to foster self-understanding within the individual in order that the individual might use this self-understanding to make the most adequate choices and decisions from among the alternative courses of action available to the individual.

4. Human development is relatively continuous and can be understood and facilitated by focusing upon the individual's approach to societal demands (developmental tasks) and the individual's subsequent mastery or lack of mastery of these tasks.

5. Developmental guidance attempts to facilitate the individual's growth and development by helping the individual to approach and master developmental tasks.

Guidance Redefined

In keeping with the spirit of the principles cited above, guidance may be described both as a point of view and as a process. The following definition of guidance takes both of these aspects into consideration: Guidance is the term given to the educational program which fosters planned intervention continuously through the human life cycle in an attempt to vigorously stimulate and actively facilitate the total development of every individual in all facets of living, and to promote the integration of these facets into a personally satisfying and socially acceptable style of life.

Inherent in this definition is a set of goals. Some goals of guidance appropriate to the school which follow from the principles and definition used in this paper are presented in the following section.

Goals of Guidance

Without some understanding of the goals and purposes of their work, counselors are rudderless and their efforts may yield few positive results. Truly effective counselors have a series of personal goals for their clientele and there appear to be several levels of aims or objectives, or differences in generality or

specificity. Indeed, goals can be distributed along a continuum ranging from the "ultimate" on the one hand, to the "immediate" on the other.

Shaw (1973) has taken the position that if guidance programs are to be effective they must have objectives; there must be purpose in what they do. He uses the term objectives to mean the planned outcomes of the guidance program, and indicates that such objectives must be stated in terms of the ways in which the behaviour of our clientele is to be influenced or changed. Shaw noted certain criteria which can be employed which assist counselors to develop objectives for their guidance programs:

1. Objectives should be stated in clear and unequivocal terms.

2. Objectives should be related to the generally accepted purposes of public education.

3. Objectives should be capable of accomplishment.

4. Objectives should be stated in terms that make them applicable to all academic levels.

5. Objectives should imply both unique and professional services.

Ultimate Goals

Ultimate goals are rather broad in nature and involve long-term outcomes. These goals stress the kind of persons we want our clients to be -- the goals of life and living -- the goals of society.

The ultimate goal of guidance has been discussed by many leaders in the helping professions. For example, St. Paul posited

agape or love as the greatest aim for humankind. More current writers have suggested that the ultimate goal of guidance is to assist people to become self-realized (Dewey, 1902), a unified, integrated and harmonious personality (Brewer, 1932), fully functioning (Rogers, 1962), self-actualizing (Maslow, 1962), self-fulfilled for society's benefit (Peters and Farwell, 1967), effective (Carkhuff, 1980), and culturally-intentional (Ivey, 1987). Obviously this is a very small sampling of the goals of helping. In the 25 years in which I have been a counselor and counselor educator the concept I especially like is the notion presented by Ted Landsman (1968); he seemed to catch the meaning inherent in each of the traits listed above in his "beautiful and noble person". He described this person as one with superb psychological health and a keen and accurate perception of reality.

The traits mentioned above are significant. They constitute a general goal of life, and thus of all aspects or areas of life. They are not static goals, but actually a process, since a final state is never reached.

Intermediate Goals

Intermediate goals are subgoals or specific steps toward the more general ultimate goals. Becoming the high-level functioning person described above necessitates mastery of certain developmental skills. Thus, an intermediate goal of guidance is to assist the individual to achieve and maintain an appropriate level of development in all aspects of growing and developing.

Although developmental tasks and stages of various dimensions of human development have been discussed on many fronts, current

guidance literature emphasizes a holistic, wellness approach to guidance. In the lead article of a recent issue of The Guidepost, Avasthi (1990) reported that the wellness movement tends to focus on a state of well-being achieved through the balance and integration of diverse aspects of life: the body, mind, spirit, emotions, ambitions and relationships. This notion might reasonably move counselors to promote the development of a healthy physical self, cognitive self, spiritual self, vocational self, emotional self, and social self.

Thus, in keeping with Cribbin's (1951) principles concerning the areas of the student's life which are considered to be the responsibility of the school for the optimum development of the whole student, the following developmental tasks seem appropriate for consideration here: Maslow's (1962) development of motivation; Whitney's (1979) life stages; Havighurst's (1972) developmental tasks of education; Lilienthal and Tryon's (1950) bio-socio-psychological developmental tasks; Piaget's cognitive or intellectual development (Case, 1973); Kohlberg's (1980) cognitive developmental approach to moral thinking; and Super's (1980) vocational developmental tasks.

An illustration of the nature of these goals is the emergence of Landsman's beautiful and noble people. Becoming beautiful and noble people requires that people live a series of positive experiences on a passionate-productive-compassionate continuum. To be more specific, we will become passionate with self, growing to accept, enjoy, understand, and disclose our inner being. We will become productive in relating to our external world, growing to be

efficient, fully functioning, vocationally adjusted, intelligent, creative, socially poised, attractive, and truly effective. We will also become compassionate toward others, growing to be altruistic, loving, caring, sensitive, genuinely helpful, and effective facilitators of growth in others.

Mediating Goals

These goals of guidance set in motion, and continue a process which will lead to the intermediate and ultimate goals desired. The mediating goals are more specific and are based on the fact that people require help in growing. Thus, these goals focus upon assisting individuals to attain and sustain appropriate academic development, to make decisions and to select from among several choices, to become vocationally aware, to alleviate personal and emotional difficulties, and to deal effectively with interpersonal relationships.

Immediate Goals

These goals, or objectives, describe expected outcomes of specific guidance interventions. Objectives are stated in terms that describe the anticipated impact on people; they delineate the ways in which people are expected to behave as a result of a planned intervention. It must be stressed here that these objectives are quite personal, and are designed to lead each person to a personally productive and socially acceptable way of living.

Implications

It is cruicial, then, that counselors facilitate the operationalization of the guidance point of view by intervening in the lives of people they serve at appropriate times with a planned,

sequential, continuous program of activities. People ought to be provided with a series of positive experiences ranging across a broad continuum in order that they may be helped to achieve their goals.

Achieving the Goals

It seems to me that the goals of guidance discussed above are in agreement with both the set of philosophical guidelines proposed by Cribbin and the set of developmental principles noted by Zaccaria. These goals can be achieved if counselors adopt a role which supports movement of people toward goal fulfilment.

Counselor Role

Counselors are concerned with helping people -- their beliefs and their goals support this concern! With this in mind, a role statement for counselors ought to be described in terms of their expectations for themselves within the context of society today. I still view the major expectations or goals for counselors proposed by Wrenn (1973) for his "contemporary counselor" to be appropriate for the school counselor of the nineties:

1. To assist people indirectly by contributing to the improvement of the learning environment of the school.

2. To assist people directly, both individually and through groups, to acquire personal mastery over their lives.

3. To keep themselves, the counselors as individuals, in constant touch with reality and the changing world.

To achieve a high level of self-satisfaction with their identity, counselors must function in accordance with role statement. Their professional behaviours must be congruent with

both personal and professional identities. This requires a set of established procedures which may be used at appropriate times in an organized program.

The Guidance Model: A Conceptualization

For counselors to function effectively in a developmental guidance program they must have a global view of how they will behave. The model described here (see Figure 1) shows my conceptualization of a complete, organized program and includes four specific purposes for intervention: involvement, prevention, development, and adjustment; and three methods of intervention: direct service, indirect service, and use of the media. This approach is not completely new, but rather an approach based on various ideas presented in the guidance literature over the past 50 years. The ideas advanced by Shaw (1973), Morrill, Oetting, and Hurst (1974), and Goodyear (1976) in particular are evident in the following conception.

Insert Figure 1 about here

Methods of Intervention

The Involvement Dimension

The involvement dimension of the program is designed to provide a life-giving support system for the developmental program. Having and demonstrating an understanding of the needs of people in a specific environment is important to the work of counselors! It has been suggested that the interpersonal relationship is the core of guidance (Rogers, 1962) and that the first step in the

cooperative endeavours of counselors and their clients is to become involved (Glasser, 1984). Moreover, there is some evidence that exposure of youth to competent school counselors motivates their continuing use of the counselors' services (Calia, 1968). Thus interventions included in this dimension of a model program stress the counselors' readiness and availability to enter into continuing professional involvements with their various publics and clientele.

The Primary Prevention Dimension

The prevention dimension of the program includes interventions designed to enhance the functioning and developmental potential of healthy individuals. These interventions tend to be proactive, and stress the acquisition of life skills in such areas as health education, values education, affective education, relationship enhancement, career education, and decision-making. Primary prevention programs have been touted as a key ingredient in effective guidance programs for some time, but Conyne (1991, p.279) indicates that there now appears to be "well-documented and persuasive evidence that primary prevention programs work".

The neat thing about introducing lifestyle planning and life skills training in a preventive system is that it truly fits the school setting. Counselors and other professionals found in the schools tend to have a commitment to education and teaching; hence, the provision of information and skills to large groups is usually the preferred mode of reaching students. Moreover, primary prevention programs offered by counselors allow an opportunity to further develop working relationships with their various publics in the school from a wellness as opposed to a sickness model.

The Developmental Dimension

The developmental dimension of the program is based on the notion that when impending problems can be anticipated, counselors can move to prevent them, either by providing individuals with appropriate skills, or by creating changes in the environment which are designed to prevent occurrence of the problems. These interventions tend to be both proactive and reactive and stress assistance given to individuals so that they may acquire mastery over the developmental tasks of life.

The emphasis of this approach has been considered earlier in this paper and it will not be developed further here, except to note that traditionally most school guidance personnel tend to be quite comfortable and effective when asked to provide assistance to a person who has already identified a problem and seeks help.

The Adjustment Dimension

The adjustment dimension of the program includes interventions designed to assist individuals when they lack the skills to cope with an environmental demand. These interventions tend to be reactive and stress assistance given to individuals so that they may cope with, and maybe even acquire some degree of mastery over environmental demands. This dimension of the program is often based on crisis intervention, and as a result considerable energy is expended over a period of time with each individual provided assistance.

Summary

It is readily seen that this model emphasizes human development and provides for the categorization and definition of a broad

range of possible interventions. One of the intriguing aspects of such a model is that counselors can move freely from one dimension to another. If, for instance, a counselor is involved in the interpretation of test results with a number of students as part of the adjustment dimension of the guidance program and perceives the need for offering some students work-shops on a computerized career information program, it is rather simple to begin planning for meetings with class-sized groups through either the developmental or primary prevention dimensions of the program based on the immediacy of the information utilization by the students. The major issue is mainly that of deciding who will provide the service: the counselor directly, other professionals or para-professionals through an approach in which the counselor acts as co-ordinator, or through the indirect utilization of media.

Guidance Services

The model described in this paper provides a means of classifying the potential activities or functions of counselors in a variety of settings. It is too simplistic to suggest that the basic activities of a guidance program include only the four "C's": counseling, consulting, co-ordination, and curriculum. Although not every educational institution will utilize every one of the guidance services listed below, all of the following services or functions have been reported in the literature as having a viable place in guidance.

Counseling

The heart of any guidance program is counseling. If this were not the case, guidance workers would more than likely use a title

other than "counselor". Indeed, in my own province (Ontario), the title used in schools may very well be "school counselor"; however, the professional designation on a counselor's Teacher Qualification Record Card is "Guidance Specialist". It is not my intent in this paper to either review or defend popular approaches to counseling. In keeping with the definition of guidance cited earlier, I view counseling as a process whereby a person is helped to learn how to live in a more personally satisfying and socially productive manner through a caring relationship, either privately or as a participant in a small group, with a person professionally competent to counsel. It remains a matter of professional judgement whether the more appropriate approach to achieving particular goals through counseling with a specific student is through individual or group counseling.

Counseling-like functions

A number of functions provided by counselors which, while they closely resemble counseling, are quite distinct. For example, without a careful perusal of the work of the counselor, a naiive observer could place a label of counseling on other processes such as mediation, consultation, collaboration, co-ordination, and academic or lifestyle advising.

Mediation has been given considerable attention in recent years. Counselors are often required to assist people to deal with interpersonal conflicts so that the relationship of the parties involved can be strengthened rather than impaired by the controversy. According to Kessler (1979), the purpose of mediation is to provide a place where conflict can be safely worked through

with a cooperative rather than competitive conflict resolution. Although mediation is much like counseling, the process is different; in fact, Cameron (1991) suggests mediation has a particular structure and quite strictly defined roles for participants. Kessler describes it as "a short-term (one to three sessions), structured, decision-making process" (p.195).

Consultation is also closely related to counseling. Often counselors consult with the meaningful others in a student's life. Strother and Jacobs (1986) believe it is crucial that counselors and parents understand one another through direct communication and cooperate to help the student. School counselors are usually the resident human development specialists in the school and are called on (a) to present current thinking on how people in general at any given stage are expected to think and behave, and how one student in particular tends to think and behave, and then (b) to offer some suggestions on exactly what it is that might be done to achieve the best results on behalf of the student. On many occasions counselors find it is very helpful to consult with parents when they require more information about a student's behaviour or want to hear the parents' opinion on some matter pertaining to the student. Although rather simplistic, it is easy to distinguish between counseling and consulting by identifying the recipient of the service; for instance, counselors counsel with counselees and consult with others involved in the life of the counselee, but who are not themseves receiving the counseling. To confuse the issue even more, as a result of consultation it seems reasonable to me that occasions will arise when teachers or parents will want the

counselor to assist them (through counseling) to learn how to deal more effectively with their children.

Collaboration is another directly related activity of counselors. Occasionally counselors are required to meet with others involved in the provision of assistance to a particular student or group of students. Collaboration may be with other human development professionals (including the teaching staff), paraprofessionals (which might include parents), and certain peers of the student (especially if the counselors happen to have a "stable" of peer helpers who get involved through a peer guidance program. It is worth noting that a special issue of the Journal of Counseling & Development edited by Gerstein and Brooks (May/June 1990) focused on the value of collaboration among the many different counseling professionals.

Co-ordination of the collaborative groups and certain other professional activities is often accepted by school counselors. It would seem vital that counselors co-ordinate some of the human development aspects of the school guidance program such as psychosocial skills training and other related educative functions, lifestyle or academic planning and advising, and the overall school adjustment sessions.

Developmental academic advisement facilitates the integration of the students' academic goals with their personal, social, and career goals. Most students benefit from the opportunity to determine some tentative academic and career goals as well as a program to achieve them, and then to develop an awareness of life as extending beyond the period of formal education (Walsh, 1979).

The Traditional Services

In addition, there seems to be a guidance process set in motion by a number of other distinct services or functions. While each of these services can easily stand alone, it is also reasonable to argue that they are but a part of an integrated counseling process. It should be noted here that effective guidance programs are based on a **needs assessment** of the population to be served by the program. With an understanding of the needs of the school community, counselors are better equiped to provide an appropriate serice. To begin, it would seem appropriate to provide members of the community with both an **orientation** to the school and to the counselors' various activities in the school guidance program. Such an overture often leads students to the effective utilization of the counselors' services, especially to a question relating to an adjustment to school life or life style planning. Then, as a result of an interview with a counselor it may be of considerable value for the student to make use of the **appraisal** or **assessment** service. Continuing counseling on the impact of the information brought out by the appraisal instruments may lead the student to make use of the **information** service (which includes relevant information on each of the wellness dimensions listed earlier in the paper). As a direct result of this information the student may benefit from the **placement** and **referral** services, and following further counseling on the outcomes of the placement, there may be a requirement for the development of different goals. It is often necessary at this point to provide the student with **skills training** so that the student's goals can be met. The final

step in the process tends to be a **follow-up** of the student's wellbeing. Finally, most counselors complete the cycle by **evaluating** the effectiveness of the process for the student. This concept is depicted in Figure 2, but not developed further in this paper.

Insert Figure 2 about here

To achieve the goals of guidance, counselors must operationalize the model within their role statement. The role statement implies growth to everyone involved in the milieu -- growth for the counselors, their colleagues, students, and others in the school community. It follows, then, that the counselors must be professionally competent to carry out their tasks and be provided with the opportunity for reaching their clientele.

It is my position that the counselors alone have the professional preparation to choose the appropriate methods once the goals and parameters of helping have been determined by the school and community. Functions for any setting must, of course, be developed for that setting, and these interventions ought to be rigorously evaluated for their impact and effectiveness.

Summary

Guidance is a way of life, a philosophy for personalizing and socializing institutions. One principle of guidance cited earlier (p.6) posited guidance as a mediating element between the individual and the mass of education (Cribbin, 1951). Cowley (1937, p.218) noted that "among the most important reasons which

may be cited for appointing counselors is to counteract the deadening mechanical limitations of mass education".

However, if any institution is to achieve a guidance-centered environmental press, it requires the assistance of professionally trained school counselors-in-residence. Now this last point is important! It is one thing to have effective counselors, but the term "school counselors" implies that the counselors have a commitment to education in general, and the school in particular (as opposed to other professionals who may not have a solid foundation in the field of education).

It must also be emphasized that the guidance program must be operationalized through a series of planned, sequential interventions -- that is, through a program of activities. Moreover, in these hard financial times, it behooves counselors to make use of their time and space through effective group work. It is implied in this model that counselors will orient their several publics to who they are (their role) and what they do (their professional behaviours) to reach the set of goals established for their clientele and their school.

As society changes, it seems that the activities performed by counselors must of necessity change. Schools in the nineties are concerning themselves more with social issues: sexually transmitted disease, help for the less fortunate, and saving the planet. It is easy to lose onself in just causes; the truly helpful and professional counselors will liase with others to help in these matters while keeping in mind the real aim of their mission.

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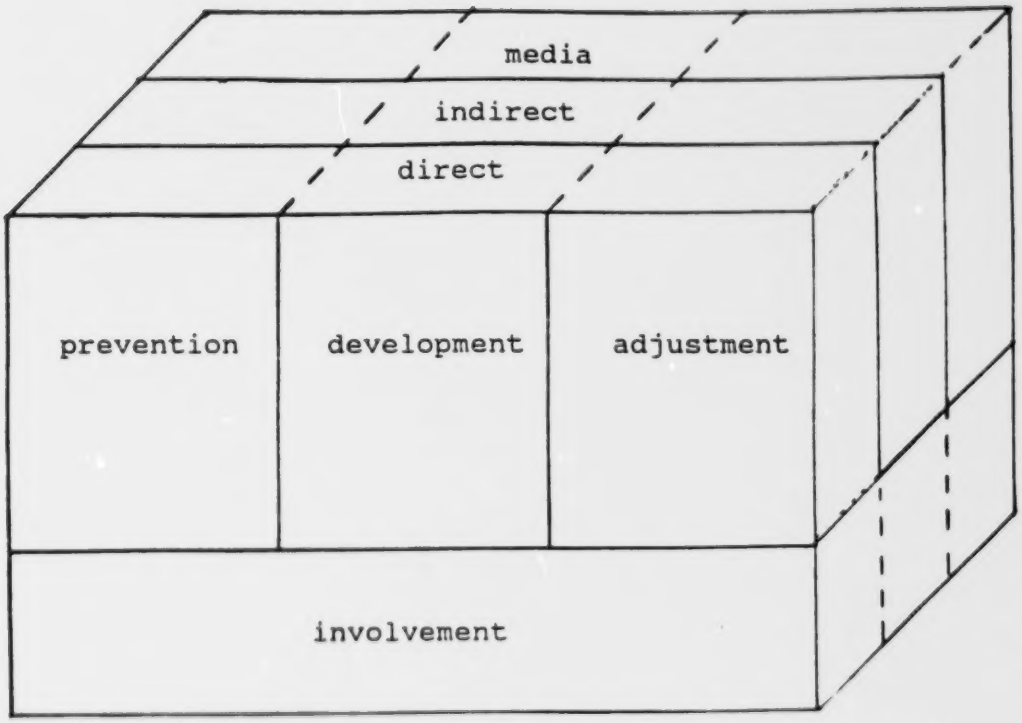

Figure 1. The Faces of a Model Guidance Program

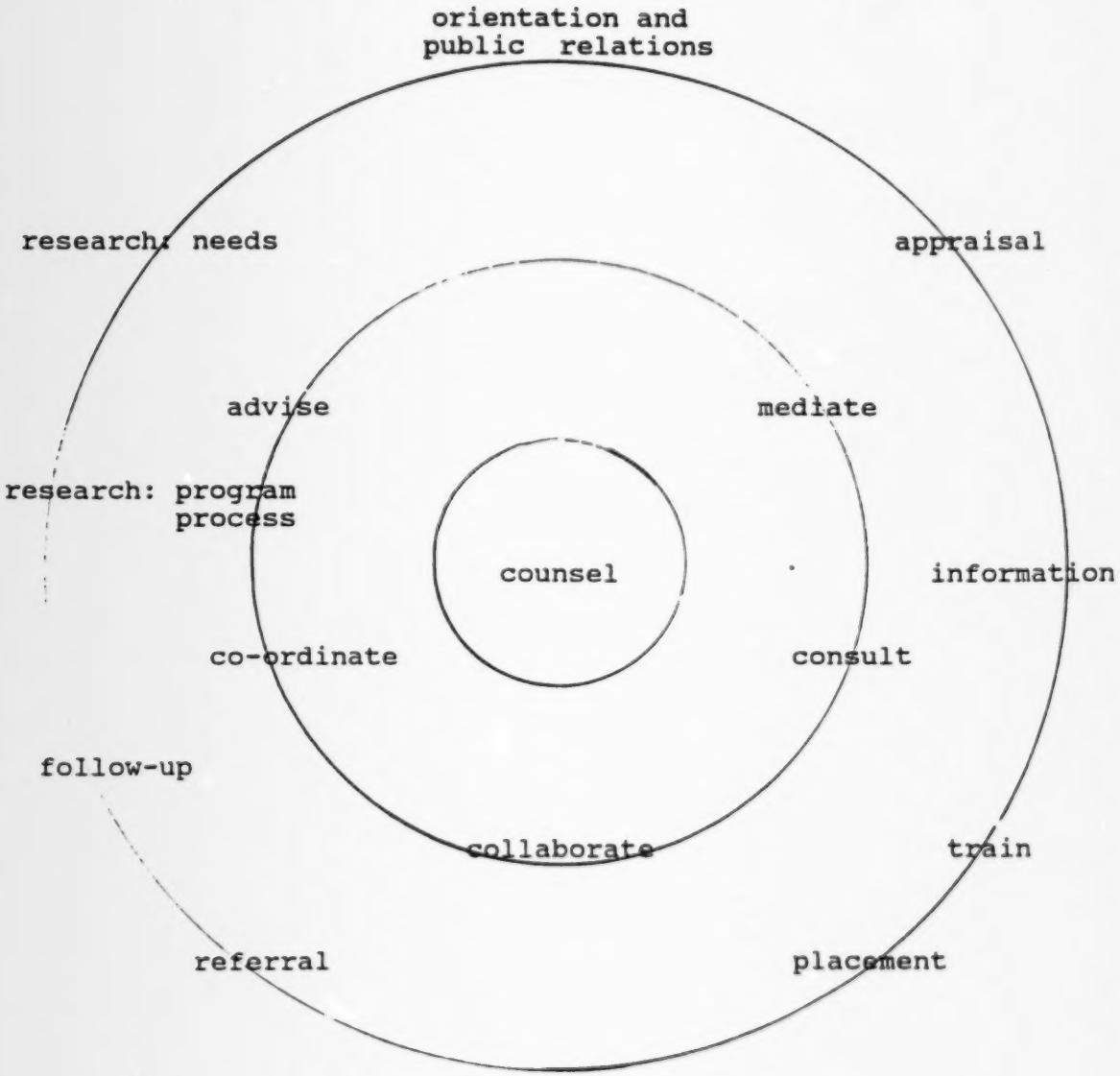

Figure 2. The Constellation of Guidance Services